The Development of Reading Comprehension Package to Improve English Reading Achievement of Prathom 5 Students

การพัฒนาชุดฝึกทักษะการอ่านเพื่อความเข้าใจ เพื่อพัฒนาผลสัมฤทธิ์การอ่านภาษาอังกฤษ ของนักเรียนชั้นประถมศึกษาปีที่ 5

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ABSTRACT

The purposes of this study were to compare the English reading achievement of Prathom 5 students before and after using the reading comprehension package and to investigate the efficiency of the package based on the established criteria of 75/75. The samples used in the study were 25 Prathom 5 students of Chumchon sangthosamakkee School, Khueangnai District, Ubonratchathani Province, enrolled in the first semester of the academic year 2014, and they were selected by means of the simple random sampling method. The one-group, pretest - posttest design was used for the study. The research instruments were five reading comprehension packages and lesson plans. The achievement test contained 40 items with 4 multiple choices for achievement test which yielded the difficulty indices ranging (p) from .27 to .78, and the discrimination indices ranging (r) from .22 to .54 with the reliability value (KR20) of .89. The data were analyzed by using percentage, mean (\( \bar{X} \)), standard deviation (S.D.) and t – test. The study results were as follows:

1. The mean score of the post-test was 34.36. The efficiency index of the post-test was 85.90, and the mean score during the study was 138.36. The efficiency index of the exercise was 92.24. The efficiency standards of reading comprehension packages for Prathom 5 students were found to be higher than the criteria of 75/75 (92.24 / 85.90).

2. The mean score of the pre-test was 17.88, and the standard deviation was 9.19. After teaching reading with the packages for Prathom 5 students, the mean score of the post-test was 34.36 and the standard deviation was 2.87. The post-test mean score was significantly higher than that of the pre-test at the level of .05.

Keywords : Reading Comprehension Package, English Reading Achievement, Prathom 5, Students
บทคัดย่อ

การศึกษานี้มีวัตถุประสงค์เพื่อพัฒนาชุดฝึกทักษะการอ่านเพื่อความเข้าใจวิชาภาษาอังกฤษของนักเรียนชั้นประถมศึกษาปีที่ 5 ให้มีประสิทธิภาพตามเกณฑ์มาตรฐาน 75/75 และเพื่อเปรียบเทียบผลผลิตหลังการเรียนกร้านปีที่เรียนด้วยชุดฝึกทักษะการอ่านเพื่อความเข้าใจของนักเรียนชั้นประถมศึกษาปีที่ 5 ด้วยชุดฝึกทักษะการอ่านเพื่อความเข้าใจที่ใช้ในการวิจัยในครั้งนี้ คือ นักเรียนชั้นประถมศึกษาปีที่ 5 โรงเรียนชุมชนสร้างถ้อยสามัคคี อ.เขื่องใน จ.อุบลราชธานี จำนวน 25 คน ที่กำหนดศึกษาอยู่ในภาคเรียนที่ 1 ปีการศึกษา 2557 ซึ่งได้มาโดยการสุ่มอย่างง่าย (Simple Random Sampling) ด้านการทดลองใช้แบบแผนการทดลองแบบ One – Group, Pretest – Posttest Design เครื่องมือที่ใช้ในการรวบรวมข้อมูลประกอบด้วยชุดฝึกทักษะการอ่านเพื่อความเข้าใจและแผนการสอนแบบทดสอบวัดผลผลิตหลังการเรียน จำนวน 40 ข้อ ซึ่งค่าความยากอยู่ระหว่าง .27 - .78 ค่าอำนาจจ้านทฤษฎีระหว่าง .22 - .54 และค่าอำนาจของคะแนนทดสอบ .89 สถิติที่ใช้ในการวิเคราะห์ข้อมูลได้แก่ ค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน การทดสอบค่า t ผลการวิจัยพบว่า 1) ค่าเฉลี่ยของคะแนนทดสอบหลังเรียนเท่ากับ 34.36 มีประสิทธิภาพเท่ากับ 85.90 และค่าเฉลี่ยของคะแนนระหว่างเรียนเท่ากับ 138.36 มีประสิทธิภาพเท่ากับ 92.24 ชุดฝึกทักษะการอ่านเพื่อความเข้าใจชั้นประถมศึกษาปีที่ 5 มีประสิทธิภาพเท่ากับ 92.24/85.90 ซึ่งสูงกว่าเกณฑ์มาตรฐานที่กำหนดไว้ 75/75 2) ค่าเฉลี่ยของคะแนนทดสอบก่อนเรียนเท่ากับ 17.88 และค่าเฉลี่ยของคะแนนระหว่างเรียนเท่ากับ 9.19 หลังจากเรียนด้วยชุดฝึกทักษะการอ่านเพื่อความเข้าใจชั้นประถมศึกษาปีที่ 5 นักเรียนมีคะแนนทดสอบหลังเรียนเฉลี่ย 34.36 และค่าเฉลี่ยของคะแนนทดสอบเท่ากับ 2.87 ซึ่งผลลัพธ์จากการเรียนหลังเรียนสูงกว่าก่อนเรียนอย่างมีนัยสำคัญทางสถิติที่ระดับ .05

คำสำคัญ: ชุดฝึกทักษะการอ่าน; ผลผลิตหลังการเรียนด้วยชุดฝึกทักษะการอ่าน; นักเรียนชั้นประถมศึกษาปีที่ 5

Introduction

English language is important. It is a very essential language for international communication. Although English is a foreign language in Thailand, many schools encourage their students to study English in early age because it is very important and essential to daily life. English serves as an important tool for communication, education, knowledge seeking, livelihood, and understanding of cultures and visions of the world community. English enables learners to be aware of diversity of cultures and viewpoints in the world community, conducive to friendship and cooperation with various countries. The learners are thus able to learn and understand differences of languages and cultures, customs and traditions. They will be able to use it for communication and will have vision in leading their lives (The Basic Education Core Curriculum 2008 : 110).

Nowadays, the English language has become influential and significant in daily life of the people around the world. Rapid growth of high technology makes the world globalization. As a result of both written and verbal forms of English in every area of people’s
communications such as economics, social sciences, politics, and business English became a truly lingual Franca of the world. People, therefore, have to learn English for communication and for gaining knowledge information through a variety of means such as books, VCDs, newspapers, the Internet and other sources of media. Reading skills are very important especially in the world of information. It will help readers to recognize the information, use the right idea, understand the thought of the author, and determine the ideas and the opinions of the authors. Reading comprehension is needed to interpret the world filled with a variety of communications (Mickahail 2011 : Abstract). Critical reading is to learn to identify the type of reading and to understand the meanings, and the strategies and assumptions of the essay and the nature of the readings of the society, and see the similarities or contrast ideas (Kuaiphan 1999 : Abstract).

Chalart Jakpim (1992) states that among the four skills students will have a chance to use the reading skill, most Reading is believed to be one of the most important skills because people primarily use written documents to search for information and acquire new knowledge. People who are proficient in reading English will benefit greatly from their reading. Moreover, Sumitra Angwatthanagul (1997) points out that the reading skills are very important because it acts as a tool that can help students and readers understand information and gain knowledge from written materials. It also helps them to know how to learn by themselves in order to improve their ability. This can be done by practicing to read through different methods at any time and location. The Ministry also realizes the importance of reading skill which is believed to help develop the quality of people’s lives. Therefore it has launched several policies such as the Policy of National Reading Development No.6 (Phakasri Yenbut 1999) which encourages people to read for the sake of making progress and think critically in order to become propel with high potential.

Yaowanat Karnphanit (1999: 29-31) stated that reading is a necessary skills which enables reading to do continuous learning.

It was found that Thai students have problems with vocabulary and sentence structure when reading texts, so they could not comprehend what they have read. Songsiri, (1999) indicated that Thai students’ reading ability is at a low level. It found that their English reading ability was very disappointing. Students had poor skills in vocabulary, syntax, and grammar, and they lacked the ability to guess meaning from the context which was considered as the causes of the problems for main ideas, scanning for details, making inferences, finding the reference, restating, sequencing facts from opinions, and determining the author’s mood and tones.
Thai do not use English in their daily life. They mostly learn English in the classroom as English is a compulsory course from the primary level. The skill which is most familiar for Thai learners and widely used in the classroom is reading. So they could comprehend what they have read. Also, it involved prathom 5 students at Chumchonsangthosamakke School. It found that their English reading ability was very disappointing. In a few years it found that the score from the score LAS (Local Assessment System) Prathom 5 Students of Chumchonsangthosamakee School Khueangnai District, Ubon Ratchathani province, the students do not have skills in English reading. In fact it is believed that teaching material constructed on the basis of the area of the learner’s interests is one of the best materials used for reading comprehension ability improvement.

A learning package to develop the student’s reading comprehension is needed. The constructed package will then be utilized with the students to see whether it effectively yields the students comprehension. The teacher should be a good model and have good personality for them to imitate a good reading habit in students. The students in the primary level can study reading skills. They are interested in new exciting things. If we use color pictures to teach them by using package they can memorize the more rapidly and correctly. The pictures and contents are regarded as effective instruments in teaching. They can be expressed in both Thai and English words. They can be used for reading and many activities of learning. The contents used for teaching should be appropriate and easy to understand for the students at the primary level. It is hoped that the students will learn English for the following reasons-first the stories from the packages are familiar to them. Second the process of learning requires a lot of their participation in listening speaking reading and writing. Finally the combinations of various activities provide the teacher with more interesting techniques different from their traditional style of “teacher-center” teaching technique.

Upon such basis the researcher would like to create learning package to encourage the students reading comprehension improvement. The constructed package will then be utilized with the students to see whether it effectively yields the students reading comprehension.

**Purpose of the Study**

To compare the English reading achievement before and after the use of the developed reading packages and to investigate the efficiency of the package based on the established criteria of 75/75.

**Research Question**

This research aims to answer the question whether or not the reading comprehension packages develop English reading achievement of the students.
Significance of the Study

It is hypothesized that the package would be useful for the students to improve English comprehension reading skill and stimulate them to read effectively.

Expected Outcome

This study will be useful for English teachers to develop English reading achievement by using the package.

Research methodology

Population

The populations were 340 Prathom five students in the ninth school network of Khueangnai District, Ubon Ratchathani province, enrolled in the first semester of the academic year 2014.

Samples

The samples used in the study were 25 Prathom 5 students of Chumchon sangthosamakkee School, Khueangnai District, Ubon Ratchathani Province, enrolled in the first semester of the academic year 2014, and they were selected by means of a simple random sampling method.

Research Design

This study was a one group pretest-posttest design. Before studying the lesson, 25 students took the pretest. After studying the lessons, they took the posttest which was the same achievement test as the pretest.

Research Instruments

The Developed Packages

The package was developed based on the
The purposes of English teaching curriculum for grade 5 students,
The theory and literature related to the lesson plans, and
The theory and literature review related to teaching package development
Selecting the Contents

The contents cover all the reading objectives for Prathom five. There are 5 packages for prathom 5 students covering the topics of Our Free Time, Good Health, The Tripper, Our School, and The Animals. The reading comprehension packages consist of reading comprehension text and exercises. The lesson plans were constructed on the topics as follows:

1. Lesson plan 1 : Our Free Time
2. Lesson plan 2 : Good Health
3. Lesson plan 3 : The Tripper
4. Lesson plan 4 : Our School
5. Lesson plan 5 : The Animals

The lesson plans and packages were reviewed by the thesis adviser and three experts.

Tryout the Lesson Plans and Packages

The lesson plans and packages were tried out 1 : 1 with 3 students (good : 1, medium : 1, weak : 1) at Ban Prapha School, in the ninth school network of Khueangnai District, Ubon Ratchathani province. The second, tryout for the lesson plans and packages was conducted 1 : 3 with 10 students (good : 3, medium : 4, weak : 3) at Ban Kampom School, in the ninth school network of Khueangnai District, Ubon Ratchathani province.

Achievement Test

The achievement test contained 40 items each with 4 multiple choices. before and after studying. It was constructed by the researcher through the following steps:

(1) The achievement test was constructed after the researcher had on the concepts and theories of achievement test construction. The achievement test was designed to test the students’ achievement after study the texts. It contain 40 items with four multiple choices.

(2) The achievement test was presented to the three experts to be evaluated using the Index of Item Objective Congruence (IOC) (Boonchom Srisa-ard 2002:73). Each item was evaluated by giving the item a rating of 1 (for clearly measurable) -1 (clearly not measurable) or 0 (degree to which it measures the content area is unclear). After the experts completed the evaluation of the items the rating were combined to provide indexes of item-objective congruence measure for each item. The index of item-objective congruence must be more than 0.50 to be selected.
(3) The researcher adjusted the achievement test and tried out for its effectiveness with 100 prathom 5 students of Kueangnai (Charreamrat) School Ubon Ratchathani province by using 50% technique. (Boonjai Sristatitnarakul, 2007 : 252-253) through the following steps:

   Step 1: The answer sheets were sorted from high to low.
   Step 2: Separate the answer sheets into 2 groups (25% of higher and 25% of low) to analyze the difficulty indices range (p) and the discrimination indices range (r).
   Step 3: Use the table of Boonjai Sristatitnarakul formula to determine the difficulty indices, ranged (p) from .20 to .80 and the discrimination indices ranged (r) fr from .20 to 1. The items with for difficulty indices ranging from .20 to .80 and the discrimination indices ranging from .20 to 1 were selected.

   (4) The 40 item achievement test was tested for the reliability value KR20 (Kuder-Richardson) with 50 prathom 5 students of Kueangnai (Charreamrat) School Ubon Ratchathani province. The reliability value (KR20) was found to be reliability .89.

**Data Collection**

**Procedure of Data Collection**

1. The researcher collected the data by using the achievement pretest with the sample group. The achievement test scores were compared with the criteria.
2. The sample group was taught by using the 5 packages of prathom 5 students for 10 hours.
3. The students were tested with the achievement posttest that was the same set as the pretest.
4. The achievement scores were analyzed and summarized.

**Data Analysis**

Percentage, mean (X̄), standard deviation (S.D.), and t- test were employed in the data analysis, using SPSS (Statistical Package for the Social Science) for windows. The statistics which were used in Data Analysis (Luan and Angkana Saiyot 1995 : 210)

**Presentation of results analysis**

The Result of the Efficiency Standards of English Lesson Plans and Packages at 75/75 the post-test mean scored. Posttest was of 34.36 and the efficiency index was 85.90 and the mean score during the study was 138.36 with efficiency index of 92.24. It shows that the efficiency index of English lesson plans and packages for 25 prathom 5 students were higher than the established criteria 75/75 (92.24/85.90).
The Achievement test results the mean score of pretest is 17.88 with the standard deviation of 9.19. The posttest is 34.36 and the standard deviation is 2.87. The calculated values at t-test mean score Dependent Samples is 24.00 which is higher than the values from the table at .05 level of significance. The hypothesis that the achievement after learning through the packages is accepted the hypothesis of this research. It means that the packages for developing critical reading skill for 25 prathom 5 students are effective.

Conclusion, discussion, and recommendations

The purpose of the study was to compare the English reading achievement between pre-test and post-test of the Prathom 5 students taught with the package. The samples used in the study were prathom 5 students of Chumchonsangthosamakkee School, Khueangnai District, Ubon Ratchathani Province, enrolled in the first semester of the academic year 2014, and selected by means of a simple random sampling method. The research instruments were 5 reading comprehension packages and 5 lesson plans. The achievement test contained 40 items with 4 multiple choices for achievement test which yielded the difficulty indices ranging (p) from .27 to .78, and the discrimination indices ranging (r) from .22 to .54 with the reliability value (KR20) of .89. The data were analyzed by using percentage, mean (X), standard deviation (S.D.) and t – test.

Conclusion of the Study

The study results were as follows:

1. The mean score of posttest is 34.36. The efficiency index is 85.90. The mean score during the study is 138.36. The efficiency index is 92.24. It can be interpreted that the efficiency standard of reading comprehension packages for prathom 5 students is higher than the established criteria 75/75 (92.24 / 85.90).

2. The mean score of pretest is 17.88, with standard deviation of 9.19. After teaching reading with the packages for prathom 5 students, the mean score of posttest revealed 34.36, and the standard deviation is 2.87. The calculated values at t-test Dependent at .05 level of significance. The achievement after the teaching is higher than that before teaching.

To sum up, these findings showed that the developing of reading comprehension packages for prathom 5 students was effective at .05 level of significance and the efficiency indices were higher than a established criteria 75/75 (92.24 / 85.90).
Discussion

The following discussion is conducted based on the results and findings presented in chapter 4. In order to confirm the findings of the study, the evidence that the reading comprehension package was effective is discussed.

Evidence suggests a positive relationship between students’ achievement and reading comprehension packages. As mentioned in the literature review, based on the findings of the study, however, the efficiency index of developing reading comprehension packages for prathom 5 students was higher than the established criteria. It is supported by the studies of Kampawong (2009 : Abstract), Jampa-ñana (2009 : Abstract), Sujunya (2011 : Abstract) who found that reading comprehension packages can stimulate and improve the students’ attention and enthusiasm.

The mean score of pretest and posttest for this study, the mean score of the posttest had increased. It showed that reading skill was effective. The findings supported the studies by Chawwang (2008 : Abstract), Wannakhan (2009 : Abstract), Kaensamrong (2010 : Abstract), Naruemannalinee and Tangkuptanon (2010 : Abstract), McMeekin and others (2009 : Abstract), that the reading comprehension packages can improve students’ abilities and achievement.

Recommendations

After reviewing the results of the study, the researcher has some recommendations to propose for further study. The following recommendations were based on the findings of the study as follows:

General Recommendations

After finishing the study, there are some general recommendations:

1) The school should support the English teachers to use the reading comprehension package in addition to the required textbook. In effective English learning, students should have a lot of supplementary materials to practice both individually and in groups.

2) The students should be given more time to do the activities and encouraged to do more drills.

Recommendations for the Further Studies

The findings and interpretation of this study lead to several recommendations for further which include the following:

1) Further study should be conducted on the improvement of other
skills and for other levels.

2) The construction of packages should be done on other areas so that the students will have more supplementary practices and learning materials that enhance their love of reading.

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